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| Breakout 8: Working with Students Who Are Struggling | | Grade |
| 90 min | Math Learning Goals  I will use the key components of effective instruction to support my struggling students.  I will reflect on how to embed new strategies into my practice. | Materials   * Posters with 4 movie titles * Parallel Task handout * Centres handout * Pattern blocks * Colour tiles * Computers * CLIPS handout |
|  | Whole Group🡪  Four corners using movie titles: When you think about teaching algebraic concepts to students, which movie best represents how you feel? (Catch and Release, It’s A Wonderful Life, Titanic, The Blind Side) Share in corner, and each corner shares out. | Professional  dialogue dialogue |
| Minds On… |
| 15 minutes |
|  | Differentiated Instruction: Centres🡪  Problem-Solving Centre:  Centre One: Parallel Tasks - With a partner, decide who is going to do Option 1 and who is going to do Option 2. Complete the parallel task from page 140 of Good Questions for Great Teaching K-8.  Discuss the two options with your partner. How do you see this choice within the parallel task helping a struggling student?  Give the teachers Option 1 of the question from p. 141 of Good Questions for Great Teaching K-8. Teachers individually solve the question, and then create a second option in their journal. Identify one common question that would work for both options.  Centre Two: Looking at CLIPS  Interact with CLIPS on computers – free play.  Centre Three: CLIPS Without the Computer  Use manipulatives to replicate a CLIPS lesson. How could you use this lesson with your whole class?  Centre Four: Connection Centre   * Ruth and Cathy identified that the following information:   CLIPS incorporates instructional components identified by many researchers as vital for students with LD (Fuchs et al., 2008; Fuchs et al., 2006; Montague, 2007; Fuchs & Hamlett, 1989; Swanson & Hoskyn, 1999; Anderson-Inman et al., 1996)   * 1. Focusing attention   2. Student interaction with dynamic representations to construct understanding   3. Multiple opportunities for practice   4. Modeling with representative examples   5. Immediate leveled corrective feedback   Brainstorm with your group how these components can be used to engage the struggling student in your classroom with or without the use of technology, but keeping student engagement in mind. Try to add at least one idea on each sheet of chart paper (each of the ideas #1-5 above will be on a separate poster). | afl  *Assessment* ***for*** *learning*  (inform future instruction) |
| Action! |
| 50 minutes |
|  | Individual/Whole Group🡪 How many fish have you caught?  How might your practice be different now than it was at the beginning of the week? Jot down a few notes in your journal, and then bring to group discussion.  (Facilitators may use prompts such as “tell me more”, “talk more about that” to ensure depth of conversation.) |  |
| Consolidate Debrief |
| 15 minutes |
| 10 minutes | Home Activity or Further Classroom Consolidation  Kempenfelt: Goodbyes and “Best Fishes”.  Nottawasaga: Participants attach a fish to their fishing hat and reflect on the following quote in their journals:  “To be a great fisherman, you have to think like a fish”  Charm for fishing hat: a fish |  |

